

New York State School Report Card Comprehensive Information Report

BEDS Code: 15-02-03-04-0001
 Name: Crown Point Central School
 Principal: Agatha Mace

Grade Range : K-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	20	20	18
First	24	16	18
Second	23	20	17
Third	16	20	19
Fourth	25	17	19
Fifth	24	26	15
Sixth	38	29	27
Ungraded Elementary	0	0	0
Seventh	28	36	32
Eighth	32	30	33
Ninth	40	34	30
Tenth	24	38	36
Eleventh	31	24	38
Twelfth	24	29	22
Ungraded Secondary	1	0	0
Total K-12 Enrollment	350	339	324

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	3	0.9%	4	1.2%	0	0.0%
Black (Not Hispanic)	0	0.0%	0	0.0%	1	0.3%
Hispanic	0	0.0%	4	1.2%	4	1.2%
White (Not Hispanic)	347	99.1%	331	97.6%	319	98.5%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	20	20	16
Common Branch	19	18	19
English Grade 8	12	17	11
Mathematics Grade 8	21	0	13
Science Grade 8	16	30	38
Social Studies Grade 8	0	0	33
English Grade 10	13	18	36
Mathematics Grade 10	0	0	0
Science Grade 10	0	0	0
Social Studies Grade 10	0	36	0

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
64	All schools in this group serve students from Kindergarten through Grade 12. Schoolwide measures like Attendance Rate are compared with all other schools in this group. Test results for schools in this group are compared with schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	2	0.6%	3	0.9%
Eligible for Free Lunch	106	30.3%	123	36.3%	110	34.0%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.4%		94.6%		94.5%
Student Suspensions	38	10.9%	15	4.3%	8	2.4%

Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	5.4%	6.2%	6.2%
Public Assistance	31-40%	41-50%	41-50%
Student Stability	96%	100%	100%

Staff Counts

Staff	2003-04
Total Teachers	30
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	4

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	24	11	46%	24	15	62%	21	15	71%
Students with Disabilities	0	0	0%	0	0	0%	2	0	0%
All Students	24	11	46%	24	15	62%	23	15	65%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	9	8	2	0	4	0
Percent	39%	35%	9%	0%	17%	0%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
2	0	0	2

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	0		0		0	0.0%
	Entered GED Program*	1		2		0	0.0%
	Total Noncompleters	1		2		0	0.0%
Students with Disabilities	Dropped Out	0		0		1	12.5%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		0		1	12.5%
All Students	Dropped Out	0	0.0%	0	0.0%	1	0.9%
	Entered GED Program*	1	0.8%	2	1.6%	0	0.0%
	Total Noncompleters	1	0.8%	2	1.6%	1	0.9%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	42%
2-3	0%	0%	67%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	56	62	78
	Number of Students with Disabilities	3	4	14
	Number of All Students	59	66	92
	Percent of Enrollment	60%	69%	100%
9-12	Number of General-Education Students	114	121	118
	Number of Students with Disabilities	5	4	8
	Number of All Students	119	125	126
	Percent of Enrollment	99%	100%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	25	36%	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	1	#	1	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	1	#	1	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	3	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	7	57%
Science	0	0%	3	#	3	#
Reading	1	#	0	0%	3	#
Writing	1	#	0	0%	2	#
Global Studies	0	0%	1	#	2	#
U.S. Hist & Gov't	0	0%	0	0%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	28	25	37	0	1	1
Number Scoring 55-100	25	22	34	0	#	#
Number Scoring 65-100	20	17	24	0	#	#
Number Scoring 85-100	6	6	10	0	#	#
Percentage of Tested Scoring 55-100	89%	88%	92%	0%	#	#
Percentage of Tested Scoring 65-100	71%	68%	65%	0%	#	#
Percentage of Tested Scoring 85-100	21%	24%	27%	0%	#	#
Mathematics A						
Number Tested	37	30	26	0	1	1
Number Scoring 55-100	34	27	25	0	#	#
Number Scoring 65-100	27	27	24	0	#	#
Number Scoring 85-100	8	9	8	0	#	#
Percentage of Tested Scoring 55-100	92%	90%	96%	0%	#	#
Percentage of Tested Scoring 65-100	73%	90%	92%	0%	#	#
Percentage of Tested Scoring 85-100	22%	30%	31%	0%	#	#
Mathematics B						
Number Tested	14	0	13	0	0	0
Number Scoring 55-100	11	0	9	0	0	0
Number Scoring 65-100	11	0	8	0	0	0
Number Scoring 85-100	3	0	2	0	0	0
Percentage of Tested Scoring 55-100	79%	0%	69%	0%	0%	0%
Percentage of Tested Scoring 65-100	79%	0%	62%	0%	0%	0%
Percentage of Tested Scoring 85-100	21%	0%	15%	0%	0%	0%
Global History and Geography						
Number Tested	27	37	34	0	2	4
Number Scoring 55-100	26	34	29	0	#	#
Number Scoring 65-100	23	31	21	0	#	#
Number Scoring 85-100	3	11	11	0	#	#
Percentage of Tested Scoring 55-100	96%	92%	85%	0%	#	#
Percentage of Tested Scoring 65-100	85%	84%	62%	0%	#	#
Percentage of Tested Scoring 85-100	11%	30%	32%	0%	#	#
U.S. History and Government						
Number Tested	30	22	36	0	0	1
Number Scoring 55-100	30	21	31	0	0	#
Number Scoring 65-100	30	19	28	0	0	#
Number Scoring 85-100	10	6	12	0	0	#
Percentage of Tested Scoring 55-100	100%	95%	86%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	86%	78%	0%	0%	#
Percentage of Tested Scoring 85-100	33%	27%	33%	0%	0%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	26	37	28	0	3	1
Number Scoring 55-100	26	35	28	0	#	#
Number Scoring 65-100	26	33	21	0	#	#
Number Scoring 85-100	5	9	5	0	#	#
Percentage of Tested Scoring 55-100	100%	95%	100%	0%	#	#
Percentage of Tested Scoring 65-100	100%	89%	75%	0%	#	#
Percentage of Tested Scoring 85-100	19%	24%	18%	0%	#	#
Physical Setting/Earth Science						
Number Tested	37	51	43	4	7	3
Number Scoring 55-100	27	29	32	#	0	#
Number Scoring 65-100	19	23	19	#	0	#
Number Scoring 85-100	3	2	1	#	0	#
Percentage of Tested Scoring 55-100	73%	57%	74%	#	0%	#
Percentage of Tested Scoring 65-100	51%	45%	44%	#	0%	#
Percentage of Tested Scoring 85-100	8%	4%	2%	#	0%	#
Physical Setting/Chemistry						
Number Tested	14	0	20	0	0	0
Number Scoring 55-100	13	0	19	0	0	0
Number Scoring 65-100	8	0	12	0	0	0
Number Scoring 85-100	2	0	2	0	0	0
Percentage of Tested Scoring 55-100	93%	0%	95%	0%	0%	0%
Percentage of Tested Scoring 65-100	57%	0%	60%	0%	0%	0%
Percentage of Tested Scoring 85-100	14%	0%	10%	0%	0%	0%
Physical Setting/Physics						
Number Tested			0			0
Number Scoring 55-100			0			0
Number Scoring 65-100			0			0
Number Scoring 85-100			0			0
Percentage of Tested Scoring 55-100			0%			0%
Percentage of Tested Scoring 65-100			0%			0%
Percentage of Tested Scoring 85-100			0%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	15	5	0	0	0	0
Number Scoring 55-100	13	5	0	0	0	0
Number Scoring 65-100	9	4	0	0	0	0
Number Scoring 85-100	1	0	0	0	0	0
Percentage of Tested Scoring 55-100	87%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	60%	80%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	7%	0%	0%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	0	2	46	0	0	0
Number Scoring 55-100	0	#	30	0	0	0
Number Scoring 65-100	0	#	26	0	0	0
Number Scoring 85-100	0	#	12	0	0	0
Percentage of Tested Scoring 55-100	0%	#	65%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	#	57%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	#	26%	0%	0%	0%
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	0	17	0	0	0	0
Number Scoring 55-100	0	13	0	0	0	0
Number Scoring 65-100	0	13	0	0	0	0
Number Scoring 85-100	0	4	0	0	0	0
Percentage of Tested Scoring 55-100	0%	76%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	76%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	24%	0%	0%	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	16	100%	11	100%	9	44%
Students with Disabilities	1	#	3	#	2	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	12	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	15	27%	7%	53%	13%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	29	14%	69%	17%	0%
	Students with Disabilities	6	17%	83%	0%	0%
	All Students	35	14%	71%	14%	0%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	20	20	20	2	2	2	22	22	22
Number Scoring 55–64	#	#	#	#	#	#	1	1	1
Number Scoring 65–84	#	#	#	#	#	#	16	14	15
Number Scoring 85–100	#	#	#	#	#	#	3	5	5
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade K-1)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 2-4)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 5-6)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 9-12)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)